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The Remodeled Nursery Room

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yolk. Incidentally, it is the compound silver sulphide which is responsible for the transishing of silver by eggs.

But to come back to cookery principles, in cooking with milk, we must remember: (1) Although milk is a liquid it contains more solid matter than some vegetables. When milk is substituted for water in recipes, you add nourishment to the food, and the added protein, fat and minerals must be taken into consideration as they affect texture and flavor. Subsequently when thinning sauces or gravies made with milk, which have thickened on standing, water may be used because it is only the water which has evaporated in the cooking.

(2) If milk is but slightly sour, or if acid fruit has been added to perfectly sweet milk, it is apt to curdle when scalded or boiled. Sour milk is desirable in many batters and doughs because the lactic acid makes the gluten of the flour more tender, the cell walls being thinner allow greater expansion. Swiss steak simmered in sour cream is very tender and perfectly delicious in flavor.

(3) The film on the top of milk, when heated in an open kettle, is thought to be due to the drying out of the proteins on the surface of the heated milk. This may be partly prevented by one of the following methods:

(a) Cooking and cooling in a covered vessel.

(b) Stirring to keep the mixture agitated.

(c) Beating with a Dover beater to form a protective foam over the top.

(4) Protein of milk settles to the bottom in candy mixtures, causing them to stick and burn. If the pan is first rinsed with cold water, the sticking is partly prevented.

(5) Odor and flavor of newly boiled milk is due to changes in protein.

(6) Coagulation in junket is brought about by the enzyme, rennin, acting upon the protein; hence body temperature is

necessary and a high temperature prevents the action entirely, while using cold milk delays the coagulation.

Milk is one of the best sources of calcium and phosphorus as well as containing two of the "dietary essentials" which are necessary for growth and maintenance of health, vitamins A and B. In combination with green vegetables which supply the iron—that reminds me! Have you tried cooking shredded cauliflower or cabbage in milk instead of water? The latter requires only ten minutes; the flavor is delicious, and no worry about pouring minerals down the kitchen sink!

Popular by-products of milk are cheeses—cottage and commercial. Cottage cheese is first of all economical. Made from skimmilk, which is frequently considered a waste product, yet it furnishes the valuable protein of milk in a very digestible form.

The three methods of making cottage cheese give variations in texture and tenderness of curd.

If clabbered milk is heated to boiling, the curd formed is tough and hard, dark colored and of inferior flavor and lesser volume. If, instead of heating the sour milk, an equal volume of boiling water is added to it, the protein coagulates in larger, more tender and white curds. If the milk was excessively acid, the large volume of water takes away the strong flavor. The sweet milk process, where the

curd is formed after the addition of a junket tablet gives a finer and more uniform texture and requires less time and attention in making.

The flavor of the two hundred fifty varieties of factory-made or commercial cheeses is dependent upon the ripening and seasoning processes, as well as the ingredients introduced. Cream cheese is the most familiar product on the market in the United States. It may be made from cream, whole milk, or partly skimmed milk; and every housewife should recognize the different kinds and understand the way they may be adapted to her needs.

When grated and used in salads, or served uncooked, skim milk cheese is perfectly satisfactory, but who has not eaten macaroni and cheese or toasted cheese sandwiches where the cheese was ropy, stringy, and tough? Fat content is of great importance. At a low temperature, cheese with an adequate amount of fat combines readily with milk and eggs. When overheated, a toughened protein curd results and burned or decomposed fat may cause digestive disturbances.

Cheese itself is as easily digested as meat if given a rational place in the diet, thoroughly chewed and served with carbohydrate foods or crisp fruits and vegetables, but when eaten late at night or after an already adequate meal, no wonder that digestive organs rebel.

AVERAGE COMPOSITION
From "Food Products," Sherman; "Food Study," Wellman

Food	Percent water	Percent protein	Percent fat	Percent carbohydrates	Percent mineral	Fuel value per lb.
Whole egg	73.7	13.4	10.5		1.0	672
Egg (white)	86.2	12.3	.2		.6	231
Egg (yolk)	49.5	15.7	33.3		1.1	1643
Milk	87.0	3.3	4.0	5.0	.7	310
Cream cheese	34.2	25.9	33.7	2.4	3.8	1950
Cottage cheese	72.0	20.9	1.0	4.3	1.8	510

The Remodeled Nursery Room

By ARTHULA MERRIETT

AN UNUSUAL idea in a new field of Home Economics has been built up at Iowa State College. The same department is found in very few schools in our country, and this fact proves the initiative and progress of Ames in the field of Home Economics. The culmination of this work is a school for the pre-school child. It is a miniature world of tiny people working and playing together under trained supervisors, who have plenty of time to answer their questions and assist them to perform the tasks of every day life. The first glimpse of the red, brown, picturesque brick building, with its tiny square paned windows is inviting and bids us welcome. As we step inside and follow down the wide corridor to the stairway we are reminded of the fact that it is a children's building and everything is constructed for them. From the time they enter the building in the morning and hang their coats and hats on the low hooks until they leave, they are in an environment strictly their own. The walls about us are painted a clean, light color and the floors present the same sanitary appearance. Bright col-

ored curtains create a cheery atmosphere and we gasp with astonishment when we are reminded that this delightful building was formerly the horticulture barn. We are greatly impressed by the careful thought and tireless energy that has been devoted to details in the planning of this pre-school.

As we follow up the stairs we find the playrooms. At the back of them is a clean, sunny bathroom with low child size plumbing fixtures that enable the children at this early age to wait on themselves. Here also each child's towel is marked with a tag picturing a certain flower or animal of the child's particular liking or fancy. Another unusual feature of the playroom is the long windows that extend from the floor to the ceiling. These long windows allow the children to look out upon the world about them from their second story playroom, as well as to give plenty of sunshine to the room.

The main purpose of the Nursery School is to give the senior Home Economics students, in the "Child Care" class, actual contact with children of pre-

school age. Here the students may observe and assist the children that are in an environment they can master and feel to be their own. The forming of regular habits, such as lacing one's own shoes and washing one's hands, are not so difficult when many others are having the same experience and each keen to be the first one through. The students are able to observe the children as they mingle with children of the same and varying ages as themselves. Here it is interesting and sometimes very amusing to note that little disagreements and misfortunes occur here as in the large working day world. Any ill behavior is apt to be punished by accusing looks of the other children.

A glimpse into the playroom in the morning shows the children at work. They choose something that is interesting to them from the low shelves of playthings. Some are busy modeling clay into unusual shapes that please their imagination. Others are painting pictures or putting picture puzzles together, all of which develop their early creative ability. Jackie rides by on his kiddie

car and miraculously misses the high tower Norman has patiently constructed. Elaine is absorbed in washing her doll's dress in a miniature tub. The hour for stories comes with a general hustle as each puts away his own things, leaving the room in perfect order before going to wash his hands. They are soon deeply interested in the story of the "Three Little Kittens," pointing with great glee to the pictures of the naughty kittens and their soiled mittens. The victrola plays "Polly Perkins" while they all march around the room singing and clapping to the rhythm of the music. It is interesting to note certain children grasp the rhythm quickly, while others simply walk around and never seem to feel it. While they have more songs, Jenny quietly sets the tiny table with the white paper napkins and cups and pushes the small Mosher chairs into place. After they are seated Bobby passes the apples or crackers and each in turn responds, "Thank you". They are soon busily engaged munching the food and talking with each other. After finishing each helps to clear the table by carrying his cup to the low shelves at the side of the room. The shades are lowered for the morning rest. They all lie down on the floor and try hard to keep little feet and arms still while the victrola plays softly. As the music ceases they all jump up and resume their play. Soon after they tramp gaily downstairs, each to put on his own coat and mittens. Only when some buttons prove too troublesome and hard to master does the supervisor help them. The playground is very popular and the children never have to be urged to go out. They shout with glee as they run out to the swings, teeters and trapeze. Even the tiniest tots try to swing on the low rings of the trapeze. Others are more interested in playing such games as "Ring Around the Rosy" and "Drop the Handkerchief". After an hour of play and strenuous exercise, the children wel-

come "Mother" or "Daddy", who take them home for lunch.

Some of the children that present nutritional problems remain at the Nursery School for lunch. The meals are under the supervision of two graduate students, assisted by the senior students. The home meals are also planned for the children. In this way the children's diets are very well provided for by specialists in Home Economics. The dinner is brought upstairs from the kitchen on trays marked with each child's tag and the children serve themselves. Stars are awarded to those who leave empty plates. This encourages the children to eat many foods they would not ordinarily eat at home. After lunch, the children go to the top floor, where each takes his blanket from the chests along the wall, removes his shoes and lies down on a tiny cot. After some persuasion all are asleep and the Nursery School is quiet for an hour and a half. Promptly at two-thirty they get up, each to struggle with his knotty shoe string that tiny fingers find so hard to tie. They troop downstairs for their wraps, and the day at the Nursery School is ended. The halls that were filled with laughter and shrill voices are quiet.



One of the Play Rooms.

The staff of the Nursery School is one of importance. It is composed of four trained supervisors. One is trained in Pre-school Education, another a Child Psychologist, a specialist in the field of Pre-school Education, and the Director of the Child Care Program. They are responsible for the choosing of the children for the school in the beginning, as well as the running of the school. They provide for the needs of the children whether it be for the mental or physical activity or careful training in habits. On entering the school each child is given a complete physical examination, a dental diagnosis, a Simon Binet and Performance, and a Schick test by the department of Psychology. X-ray pictures are taken of their wrist bones to better understand physiological growth. These records are available to the parents and form the basis of study and discussion in class. It is the endeavor of the directors to find children representing different types and environments. Some of particularly high I. Q. are chosen as well as some of medium ability. Care was also taken to obtain, if possible, children from different sections of the country. Due to this careful consideration, the Nursery School is composed of children that represent many different problems and questions for the students to observe and study. The popularity and feeling towards the Nursery School is evident by the large waiting list of children, whose parents wish them to attend. Then many ask, "What do the children think of the Nursery School?" Children enjoy the Nursery School. Small Betty is frequently escaping the Home Management girls and running to the Nursery School, where she plays quietly. Joe Quig, who is not yet two years old, will perform almost any task to be allowed to come, and is heart-broken if for some reason he cannot attend regularly.

Brighten Up the Wardrobe

By HELEN DAHL

"WHAT shall I do with my winter clothes? They look so dull and uninteresting. I do wish spring would come!"

How often we hear our friends exclaim that they are tired of their winter clothes. The appearance of a costume depends largely upon the color scheme used, making it interesting or unattractive. Just how very important the question of color is, we find it difficult to determine, nevertheless it is sufficiently interesting to be worthy of careful consideration. A desire for good looking and attractive clothes is the reason for spending time and thought upon choosing a costume. Nearly every girl has some particular color or style in which she looks her best.

If you have a straight fitting navy blue dress of charmeen or other twill, and are tired of its plain tailored style when other girls around you have bright, interesting color schemes in their dresses, individual looking yarn embroidery of clever colors can make the plain sleeves very distinctive and kick-in pleats which are very good this season can be made in the front of the skirt to harmonize with the

color of the yarn used in the embroidering of the sleeves. Various shades of green would be very satisfactory on the navy blue dress, providing you can wear green becomingly. Otherwise, different shades of red and purple can be used effectively. If you are of the type that cannot wear flares and skirts of any fullness, a fur or an embroidery trimmed panel can hide a set-in pocket and add a touch of color to the plain skirt.

Buttons may be used in trimming in a variety of ways, both on your satin and wool garments. You can get good looking fancy colored buttons which may be sewed on in straight rows down the front or the back, or on the collar and sleeves. Since the sleeves, in order to conform to the season's style, are to be very interesting and individual, buttons may be used in designs and are effective when they are sewed on in masses to form the cuff or a band around the sleeve. Small buttons have been the best in taste in recent years, but a newer idea is to have a few large buttons extraordinarily placed.

If your dress already has a high collar or one that can be converted into a high

collar, you are fortunate; high collars are extensively used on both silk and wool dresses. In many cases the high collar just makes the dress. Embroidery serves very well in making the collar distinctive; either silk or wool yarn may be used to form the neck band and may continue down the front or the back of the dress. Brightly colored braids are effectively used in finishing the high collar. A harmonizing shade of material may be used on the inside of a double collar; the top may fold, showing a band of the different colored material, which helps to make it individual. You can make a high collar distinctive with buttons sewed on in designs, in band effect, by masses, or with fancy stitches.

If your dress is one with an uninteresting neck-line, a scarf can serve effectively in place of the high collar to break the plain neck-line. You cannot be too careful in selecting your scarf. If your dress is of heavy woolen materials, you should not attempt to wear a chiffon or georgette scarf with it as the effect is most exasperating. An attractive scarf of flannel is

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